

End of the Academic Year 2012-2013 – End of This Cycle

Results & Improvement Plan for Next Year

The template has 9 pages. Please return this completed form with the dean signatures or their E-mail approval(s) copied & pasted in at the end. by **May 10, 2013** to Jessica King in the Valencia Institutional Assessment (VIA) Office (jking84@valenciacollege.edu.) Please see the VIA website for this form, your plans, and related materials: www.valenciacollege.edu/via --> left tab LOA)

If you are working on several programs please submit a template for each one; each labeled for the specific program.

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area: Music				
Planning Team Leader(s) ¹	Campus	E-mail Address	Phone Extension	Mail Code
Note from Planning Team Fall 2011: Please note, with respect to the designation of Planning Team Leaders: The Planning Team came to a consensus that Planning Team Leaders should include representation from each of the three major campuses (East, Osceola, and West). Those selected, or volunteering, for the role of Planning Team Leader are to be a non-tenure track full time faculty members (tenured or four-month). It was the determination of the Planning Team that tenure-track faculty should be encouraged to concentrate on the completion of their ILP.				
Troy Gifford	East	tgifford@valenciacollege.edu	2332	3-2
Alan Gerber	East	agerber@valenciacollege.edu	2329	3-2
Planning Team Members ²	Campus	E-mail Address	Phone Extension	Mail Code
The Planning Team came to the consensus that all tenured, tenure-track, and full-time four-month faculty are considered members of the planning team. As the work being conducted for these Assessment Plans impacts all tenured and tenure-track faculty, they all should play an active role in the work being conducted.				

¹ Planning Team Leaders assume the responsibility for coordinating activities associated with the expectations for the design, approval and implementation of Assessment Plans.

² Planning Team membership, whenever possible, should reflect the ***Principles for selection of members for assessment plan work teams***. For faculty teams the principles include: College-wide representation where possible; Full-time faculty from the respective program / discipline (tenured, tenure track, and non-tenure earning 4 / 8 / 10 month faculty); Adjunct faculty when an adequate number of full-time faculty do not teach in the program / discipline; Faculty from both disciplines or programs when an outcome is assessed in two programs or a program other than the primary discipline. For plans developed in Student Affairs planning teams should include the following: College-wide representation where possible; Staff from the targeted program area; Part-time Student Affairs professionals when an adequate number of full-time staff do not work in the targeted program area; Faculty / staff from other program / discipline areas working on the same or similar outcomes; Students representation when possible.

Six Items Documenting Results

Please fill in the blue shaded areas with brief sentences. A second page is provided for longer comments.

Documenting the Assessment Process

1. In a sentence or two, what did you do and who was responsible for coordinating the collection of student artifacts / data?
We evaluated the cumulative understanding of music theory for sophomore level music pre-majors.
Instructors of MUT 2117, Music Theory IV were responsible for the collection of artifacts/data.
2. At what point in the academic year/semester were the student artifacts/data collected? How many students were assessed?
End of spring term. 40 students were assessed (all MUT 2117 students).

Improvement Plan and Use of the Assessment Results – Next Year’s Cycle

3. What were your results? (Please e-mail the data and copies of instruments when you submit this form if possible, for example rubric scores in an Excel sheet.) How did this compare with any predictions that you made in the Fall?
The average grade on freshman level material was 92.5%. The average grade on sophomore level material was 66.2%. The total average score on the examination for all material was 79.35%. The fall prediction was that scores on freshman level material would be higher than those for sophomore level material. We also predicted that students who performed poorly on freshman level material would also do poorly on sophomore level material. These predictions were validated.
4. What are the changes / improvements you plan to make within the curriculum (targeted courses), co-curricular program, or student activity over the next year? (Please use the following page if you need more space for your response.)
Faculty will discuss teaching strategies to improve comprehension and scores for sophomore level material.
5. What changes, if any, will be made to the common course outlines, the catalog, etc.
None

Next Steps – Planning for Next Year’s Cycle— Academic Year 2013-2014 (see below for detailed planning)

6. What are your next steps – acting on the results? (These steps will guide others in the next cycle... moving the process forward.) If these steps include the development and implementation of a new assessment, include that information here. If you plan to change the current assessment or the program learning outcome that you focus on, you will want to do that here.
We will focus on a new PLO and develop an assessment strategy for it.

Please include the name of the person completing this page and your program:
Troy Gifford

See next page...

Additional Space for Comments Reporting on Prior Year (if needed)

3) *If you have additional comments for the following question, please share them here:* What were your results?

4) *If you have additional comments for the following question, please share them here:* What are the changes / improvements you plan to make within the curriculum (targeted courses), co-curricular program, or student over the next year?

6) *If you have additional comments for the following question, please share them here:* What are your next steps – acting on the results? If these steps include the development and implementation of a new assessment, include that information here. If you plan to change the current assessment or the program learning outcome that you focus on, you will want to do that here.

See next page....

Planning for AY 2013-2014 Learning Outcomes and Performance Indicators

Complete only the sections that apply to your work.

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area: Music	
Targeted Program Learning Outcome(s) (How many will you be assessing this coming year?): 1 Demonstrate technical instrumental and/or vocal proficiency.	Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program: MUX 2321 Sophomore level private lessons
	Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above: Student will display technical mastery of instrument and/or voice in a juried performance at a sophomore level.
Performance Indicators for the Program Learning Outcome(s) selected: Students can play major and minor scales from memory. Students can perform intricate rhythmic/melodic/harmonic figures. Students can sightread at an intermediate to advanced level. Students display satisfactory tone on their instrument/voice.	Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected: Students will be able to perform scales and assigned solo literature displaying technical accuracy. Students will be able to sightread a given excerpt accurately. Students will display satisfactory tone.
External Standard(s) in the field or discipline (please contact Laura Blasi lblasi@valenciacollege.edu with any questions about this):	
Common Assessment (What assessment method (written assignment, speech, test, etc.) will you use to assess student ability related to the program / course outcome(s) selected): Juries for sophomore level applied lessons	
Description of the Proposed Common Assessment (Common assessments should be designed to ensure a balance between (1) the need for a consistency within the program in order to ensure comparable student artifacts and (2) the need for reasonable flexibility in order to encourage faculty judgment in the design and delivery of learning activities): Students perform memorized works before a panel of faculty members. This summative assessment occurs at the end of the semester.	
Proposed Assessment Instrument (In some cases the assessment method may not need an associated assessment instrument – e.g., multiple choice tests): Jury Assessment Sheet	

Implementation Process

Collection of Student Artifacts

<p>What information needs to be communicated to students concerning the assessment process (informed consent, etc.)?</p> <p>Criteria that will be used to assess students during juries.</p>
<p>How will student artifacts or data associated with student performance be collected?</p> <p>Jury members will turn in assessment sheets to Planning Team Leaders.</p>
<p>If student artifacts are to be collected based on a random sample of students registered for the course or participating in the program / activity, what characteristics should the sample include?</p> <p>Does not apply; all sophomore level students will be evaluated.</p>
<p>How will information about faculty / staff participation in the assessment project be communicated?</p> <p>Via email, discussion, and meetings with applied lesson instructors.</p>
<p>Who will be responsible for coordinating the collection of student artifacts?</p> <p>Planning Team Leaders</p>
<p>At what point in the academic year / semester will the student artifacts be collected?</p> <p>End of spring term, 2014</p>

Program Level Assessment / Evaluation of Student Artifacts and Analysis of Results

<p>When will student artifacts be assessed / evaluated?</p> <p>Immediately following juries, end of spring term 2014</p>
<p>Which faculty or staff from the program/discipline will evaluate student artifacts?</p> <p>Planning Team Leaders</p>
<p>What training / preparation / information will faculty or staff need in order adequately assess / evaluate the student artifacts collected?</p> <p>Clarification on how assessment will be conducted and recorded on the jury sheet</p>
<p>When will the results / data associated with the assessment plan be analyzed?</p> <p>May 2014</p>
<p>What are your predictions regarding student performance? (What do you expect to see when you analyze your results?)</p> <p>We predict that students will satisfactorily pass the assessment at greater than an 80% success rate</p>
<p>What training / preparation / information will faculty or staff need in order to analyze the results data associated with this assessment plan?</p> <p>Revision of jury sheet with explanation of revisions to faculty participants</p>
<p>What additional sources of data might allow faculty / staff to better understand and act on the results of this assessment plan?</p> <p>Evaluation at freshman level will allow formative assessment and ability to track student progress</p>

In order to ensure curricular and programmatic alignment, who else should be included in this conversation (e.g., faculty from related discipline areas in General Education)?

All appropriate members are involved

How will the assessment results be disseminated to stakeholders (Faculty, Staff, Advisory Boards, etc.)?

Results will be disseminated to all applied faculty at the end of the process via email

Approval Process

Activities Associated with the Approval of Assessment Plans	Completion Date	Person Responsible	Results
Draft assessment plan is circulated for input to reviewers appropriate to the program / discipline (including Deans / Directors responsible for supporting and promoting the work necessary for the implementation of the Assessment Plan)	10/1/13	Troy Gifford/Alan Gerber	
College-wide live or e-mail / Blackboard discussion will be coordinated to consider input received (if needed)	N/A		
Draft assessment plan is revised to reflect input	11/1/13	Troy Gifford/Alan Gerber	

Faculty vote on the Assessment Plan using the Current voter eligibility list for curriculum (http://valenciacollege.edu/faculty/forms/voterlists/)	11/10/13	Troy Gifford/Alan Gerber	
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Dean / Director Support

The Dean(s) responsible for supporting and promoting the work necessary for the implementation of the Assessment Plan need to indicate their support for the plan. Please copy and paste in E-mail approval (as applies) at the end of the document and then send the form complete to us or obtain, scan, and send handwritten signatures and then send.

Dean / Director East / Winter Park Campus	Signature
Dean / Director Osceola / Lake Nona Campus	Signature
Dean / Director West Campus	Signature

